Shiela Clow

CI 513 Dr. Thieman

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Evaluating Digital Tools for Assessment

**Question 1:** What are the key characteristics of authentic assessment?

The two aspects of a rubric are criteria and levels of performance. The levels of performance distill elements of the tasks down to components that fulfill the requirements of each task. Authentic assessments contain opportunities for students to apply problem-solving skills to construct knowledge. This includes self-reflection, peer evaluations and task completion reports. They present students with complex open-ended tasks that require higher order thinking. The elements of authentic assessment require fidelity of context, significant time and effort on the students part, integration with the activity and are indicators of student learning.

**Question 2:** How do authentic assessments and traditional tests differ?

Authentic assessments can include evidence of problem solving skills, team collaboration, knowledge enhancement, self-directed learning and engaging students in real world tasks. Authentic assessments are a more appropriate means of assessing learning compared to traditional forms of assessment, such as the recall of factual information through norm-referenced and standardized testing which is generally de-contextualized.

**Question 3:** Choose an example of an authentic assessment you find online that is appropriate to the subject and grade level you are observing or preparing to teach. **Include the title and URL of the assessment.** **Evaluate the degree to which the assessment incorporates the six criteria of authentic assessment listed above.**

Writing a Book Review for Of Mice and Men

<http://jfmueller.faculty.noctrl.edu/toolbox/examples/bass03/writing%20a%20book%20review.pdf>

Criteria Evaluation:

1. 1) Active learning in which students construct their own understanding of the topic.
2. Students will write a book review that reflects their opinion along with
3. presenting specific reasons why they feel that way.
4. 2) Open-ended task with multiple opportunities to arrive at a conclusion
5. This task is open-ended in the sense that students are able to convey their own
6. opinions about the book and defend their positions.
7. 3) Relation of the assessment to the subject content or process
8. There is a direct relation of the assessment to the subject matter as students
9. discuss events from the story and make assertions about their relevance and realistic nature.
10. 4) Student communication of learning through in-depth communication, i.e., orally, in writing, or in a product or performance
11. The students write a book review that contains five parts: title, introduction, thesis, body, and conclusion.
12. 5) Sharing of learning by students with an audience beyond the classroom.
13. This aspect is not a part of the task. If I were using this assessment I would have them post their reviews to the class wiki or blog and comment on each others to showcase their achievements.
14. 6) Scoring rubric that provides specific criteria by which the student and/or teacher can evaluate the work.
15. The Book Review Rubric has three categories: writing-organization, content-accuracy, and writing-mechanics. It only has three levels of performance scales and they seem a bit vague.

**Question 4:** Examine the diagram, *Balancing the Two Faces of E-Portfolios*. What are the two types of ePortfolios?

There are two main activities/types of eportfolios: learning or reflection where there is feedback on reflective journaling by teacher and peers as a form of assessment and showcasing achievement where the product is retrospective and more formal. Evaluation is summative and done by the teacher and the individual student.

**Question 5:** How are the two types of portfolios created?

A Learning and collaboration portfolio can be journaling on blogs, wikis, etc. The Showcasing portfolio is a more formal and individual to the student like a presentation with rationale showing accountability of learning.

**Question 6:** In what ways are the two portfolios similar?

They are similar in process and product. Technology leads to creating a digital archive of student work to be evaluated by the teacher. In both portfolios the learner constructs meaning from their work and reflects on it.